

## Reflection on PLC Technology Training- September 2010

My school is part of a technology grant in which each teacher must participate in technology training to learn how to use basic software including Microsoft Word, Power Point, Excel, and Publisher. Each teacher must also take an overview course on how to use Outlook for various purposes. For this activity, I assisted the technology liaison at my school to administer this training to the new teachers.

Each teacher was required to take an actual lesson that they taught or were going to teach in the classroom and integrate technology into it using the above mentioned programs. It was easier for some teachers than others. The majority of the new younger teachers were able to come up with ways on how to effectively use the technology in the classroom. The more experienced teachers required more assistance in coming up with ideas. However, I was pleased to see that after a few suggestions they were able to come up with other ideas on their own. Many of the teachers appeared confident with the technology after working with it for a while. This is a good indicator that with help they will use the technology in the classroom. Teachers do not have to master technology, they just have to be willing to let their students use the technology to find information and create products (Prensky, 2008).

After the training was complete, I spoke with many of the participants about what they thought of it. Many of them were excited to learn more about the technology available at their fingertips and how to integrate that technology into the curriculum. If I was going to provide this training again, I would have the teachers work in groups so that they could collaborate with each other on more ways to integrate other technologies. I would like for them to learn more about Web 2.0 technologies such as wikis, blog, podcasts, digital storytelling, and open-source

software (Solomon & Schrum, 2007). Based on the products and feedback from the teachers involved, I believe the training went well.

This activity helped me to meet the standards relating to demonstrating an in-depth understanding of technology operations and concepts; planning, facilitating, and modeling effective learning environments and multiple experiences supported by technology; applying technology to enhance and improve personal productivity and professional practice; and contributing to the shared vision for campus integration of technology and fostering an environment and culture conducive to the realization of that vision (Williamson & Redish, 2009).

## References

- Prensky, M. (2008). Turning on the lights. *Educational leadership*, 65(6), 40-45.
- Soloman, G., & Schrum, L. (2007). *Web 2.0 new tools, new schools*. Washington, D.C.: International Society for Technology in Education.
- Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards*. Washington, D.C.: International Society for Technology in Education.